

## **Competencies for Young People Transitioning to Post-Secondary School and/or Work**

### **Health Condition**

- Understands body systems involved and how condition affects them and can describe condition to others
- Able to determine when condition is worsening, when secondary disabilities are occurring (decubiti, urinary tract infection, constipation, contractures, etc.) and how to take preventive actions
- Knows what equipment does and how to fix minor problems
- Knows names of medications, their actions, and side effects, and takes medications independently (or can instruct attendant)
- Able to do self care and treatments or instruct attendant
- Has someone to talk with for coping/mental health issues/problem solving
- Knows how condition affects sexuality; has considered birth control, safe sex, reproductive concerns (genetics, pregnancy); girls can care for menstrual needs
- Knows how tobacco/drugs/alcohol/foods affect body and mind and illness/disability and how they interact with medications; knows how to read labels
- Maintains physical fitness with exercise

### **Providers**

- Knows who primary care provider, dentist, and specialists are (name, address, phone, how to contact); has had experience talking with these people by him/her self—makes own appointments, asks questions
- Has a plan for getting help in an emergency
- Knows how to contact pharmacies and equipment and other health-related providers
- Has plans for finding or has found new providers in new location, and adult providers if still seeing pediatricians; knows personality factors and expertise wanted in medical and dental care providers
- Has started process to transfer records to providers in the community of new school/work setting
- Keeps summary medical file

### **Insurance**

- Knows insurance plans name, address, case manager contact information; responsible for health insurance ID card
- Knows what benefits are covered and not covered and is prepared to make co-payments; knows how to do benefits inquiries; knows codes for counseling
- Knows how to submit bills for payment and follow up disputes
- Talks with someone in “benefits” at the school/work if covered by the group insurance

### **Independent Living**

- Has plans for transportation and knows how to use public and private options
- Has a driver’s license or state identification card
- Can budget money; has opened and uses a bank account
- Has found housing that has accommodations needed so will have nutritional, safety, and rest needs met.

- Has cooking, meal planning/nutrition, housekeeping, laundry, and clothing care skills, and has a plan for housekeeping help if needed
- Has a personal attendant or plans to hire one if needed for personal care

### **Jobs and Post-Secondary Education and Training**

- Can use a computer: search the internet, word process, use various software
- Can advocate for self regarding accommodations needed in school, work, community, or home and can determine their effectiveness
- Has a resume and model letter requesting recommendations
- Can complete a job application and interview for a job
- Has obtained vocational training in the community through volunteer work, visiting employment sites and “shadowing” employees, part-time and/or summer jobs
- Has developed the interpersonal skills necessary to maintain employment
- Can identify people and agencies to assist in job searches
- Identifies activities of interest and can find community education courses
- Identifies personal learning styles, career interests and opportunities
- Knows how to register to take college entrance exams (ACT/SAT, etc)
- Knows how to apply to post secondary institutions and for financial aid, scholarships, loans, work-study, etc.
- Knows how to access disability support and counseling services

### **Recreation and Leisure**

- Has plans for having fun in health promoting way
- Has developed a variety of specific recreation and leisure skills
- Has spectator or audience member skills
- Identifies affordable recreation and leisure activities
- Can arrange social activities
- Has identified social supports through family, peer group, mentors, and community resources.

### **Other General Skills**

- Knows strengths and limitations
- Knows laws, policies, rights, and responsibilities for adults with disabilities (has participated in transition planning meetings, identified and contacted community agencies); knows rights regarding physical accessibility
- Is aware of community resources and options
- Identifies acceptable dress behavior for a variety of situations
- Has shopping skills
- Can order and dine in restaurants, pay for service, and tip
- Has personal safety skills (such as navigating streets, reading maps, using phone, wearing seatbelts, gun safety)
- Has developed communication skills so can interact with peers, authority figures, and community members
- Has registered to vote and for military selective service (if appropriate)
- Has explored guardianship issues (if appropriate)

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